



Results-Focused Innovation

Academic, Social-Emotional, Transitions

WHERE WE ARE: As a large urban district, MNPS has many initiatives and programs spread across the district. MNPS has long partnered with university researchers on studies and projects many of which are designed externally with MNPS asked to participate once the study is designed. Our Research, Assessment and Evaluation team evaluates programs and drives research internally, but capacity is limited with many possible challenges and questions to pursue. Through MNPS ReimaginED and the innovation cycle approach, schools have worked in pockets to design and implement solutions that meet the needs of their students and families. In this COVID-19 impacted school year, MNPS has worked to identify problems and challenges and respond quickly at the district and school-level. How do we build on these action-oriented approaches to design and implement evidence-based solutions that improve outcomes for our students?

WHERE WE ARE GOING (February – Ongoing): The inquiry cycle- a continuous improvement model- provides a framework and process for identifying high-leverage problems and solutions to solve them. Design sprints focus on listening to stakeholders to define a right-sized challenge, identifying the root cause, designing a quick solution to test, piloting a solution quickly and improving and iterating in a 6-week time cycle. By thoughtfully engaging with research partners to design questions and studies that benefit our students, schools and community, we can create systems of innovation and research that generate and promote evidence-based solutions to our more pressing challenges, while also increasing our program evaluation capacity to maintain a relentless focus on data and evidence.

STRATEGIES:

Research Practice Partnership (System-Wide Innovation): Pursue a co-designed research and development agenda with Peabody College at Vanderbilt University that can join data, evidence, and expertise to identify district challenges related to inequity and innovative strategies to address those challenges. Through partnership, expand the capacity in the district to evaluate programs to determine which strategies support student success.

Design Sprints (School or Team Level Innovation): Support short-cycle design sprints at both the school and district levels that help quickly define and pilot solutions for challenges. Evaluate solutions for impact and scale those that demonstrate results for our students.

Inquiry Cycle (School or Cluster Level Innovation)

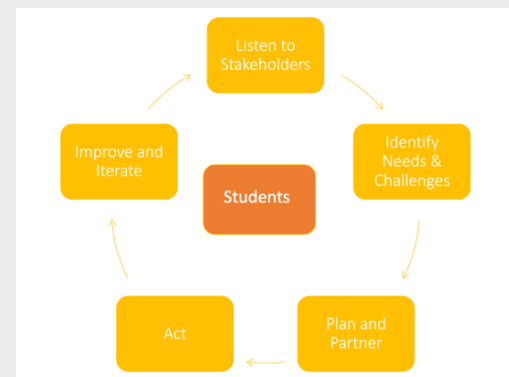
ReimaginED (Cluster Level Innovation): Multi-year implementation of reimagined academic programming and learning environments adopting uniformed strategies across each cluster within MNPS.

MEASURABLE GOALS: Develop a research-practice partnership memorandum of understanding with Vanderbilt and identify at least two research-practice questions directly tied to the district's focused outcomes for development and study. Complete at least ten design sprints at the school-level and at least three at the district-level.

AT A GLANCE

- **Challenges:** Driving intentional innovation rooted in evidence that improves outcomes for students.
- **Opportunities:** By working with partners and providing strategic support to schools, we can use the inquiry cycle, design sprints and the research-practice partnership to generate evidence-based solutions that improve outcomes for our students.
- **Outcomes:** Data-driven solutions backed by evidence centered in our focused outcomes and design tenets.
- **Partnerships:** Vanderbilt University and other higher education institutions, nonprofit partners.

INQUIRY CYCLE



INITIATIVE LEADS:

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